

Flipping the Istima' Class: Development of Interactive Digital Arabic Modules for Islamic Colleges

M. Khalilullah¹, Mahyudin Syukri², Devi Purwanti³, Musa Thahir⁴

Abstract

This research aims to develop an interactive and validated Istima' learning module based on the Flipped Learning approach specifically for students at State Islamic Universities in the Sumatra region. Adopting the ADDIE development model, this study focused on the three initial stages: Analysis, Design, and Development. Data were collected through literature reviews, interviews, classroom observations, and questionnaires distributed to students at UIN Suska Riau, UIN Imam Bonjol Padang, UIN Sjech M. Djamil Djambek Bukittinggi, and UIN Mahmud Yunus Batusangkar. The results of the analysis phase revealed a significant need (90%) for digital modules that support self-paced learning. Expert validation showed that the module is highly valid with an average score of 92.6%, specifically excelling in the presentation aspect (96%). Furthermore, limited trials indicated a high practicality score of 83.97%, with students reporting increased confidence and engagement in Arabic listening tasks. The integration of interactive audio-visual elements and a systematic instructional structure allows for effective pre-class independent study and active in-class discussion. This study concludes that the developed Flipped Learning module is a practical and efficient tool for modernizing Arabic language instruction in higher education.

Keywords: *Flipped Learning, Istima' Module, Research and Development (R&D), Arabic Language Teaching, Digital Education.*

Introduction

The transformation of the educational paradigm in the global era requires the innovation of learning methods that are able to integrate technology to increase instructional effectiveness. The ideal condition for language learning, especially Istima' (listening) skills, is the creation of an interactive and flexible learning environment, where students have cognitive readiness before entering the classroom. The Flipped Learning approach is the main pillar in achieving this condition by allowing students to access the material independently through digital platforms, so that time in the classroom can be optimized for in-depth discussions and application of concepts (Bergmann & Sams, 2012; Tucker, 2012). The importance of integrating this innovative method aims to create a dynamic and adaptive learning atmosphere, which not only strengthens linguistic skills but also shapes the character and spirituality of students in the context of Islamic education. As emphasized in the recent literature, the use of audio-visual technology within the framework of Flipped Learning has been shown to be effective in significantly improving active engagement and language learning outcomes (Bishop & Verleger, 2013; Ichsan, 2020). The author emphasizes that the integration of technology through the Flipped Learning approach not only increases the effectiveness of language learning, but also supports the development of students' character and spirituality in the context of Islamic education.

However, the facts on the ground show that there is a gap between the demands for innovation and the current reality of Istima' learning. Istima' learning in many Islamic educational institutions is

¹ Arabic Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Jl. H.R. Soebrantas KM. 15 No. 155 Tuah Madani Kec. Tuah Madani – Pekanbaru 28298, Indonesia, Email: m.khalilullah@uin-suska.ac.id (Corresponding Author)

² Arabic Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Jl. H.R. Soebrantas KM. 15 No. 155 Tuah Madani Kec. Tuah Madani – Pekanbaru 28298, Indonesia.

³ Arabic Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Jl. H.R. Soebrantas KM. 15 No. 155 Tuah Madani Kec. Tuah Madani – Pekanbaru 28298, Indonesia

⁴ Institut Keislaman Tuah Negeri, Jalan Lintas Timur, Desa Dusun Tua Kecamatan Pangkalan Lesung Kabupaten Pelalawan Provinsi Riau, 28387, Indonesia

often still stuck in conventional methods that are traditional and static (Fahurrozi et al., 2022). The results of the analysis showed that students often had difficulty understanding Arabic oral texts due to limited practice time and lack of media that supported independent learning (Ritonga et al., 2021). Although 90% of students believe that digital modules are needed for learning effectiveness, the availability of teaching tools that specifically adopt the principle of flipped learning is still very limited in universities, including in the UIN environment in the Sumatra region (Hidayat et al., 2023). This problem is exacerbated by technological infrastructure that has not been optimally utilized for language skills development (Mubarak & Hamzah, 2020). The dependence on the one-way lecture method causes low student confidence in listening skills (Nurdianto et al., 2020). In addition, the lack of authentic audio exposure in conventional modules makes it difficult for students to decode language independently (Zaini & Zainuddin, 2022). This ultimately hinders the maximum use of technology potential in the academic process and reduces student competitiveness in the digital era (Syairozi et al., 2021). The gap between students' expectations of digital media and the still conventional reality of Istima' learning emphasizes the urgency of developing Flipped Learning-based modules as a solution to overcome low confidence and limitations of independent learning in the digital era.

As a solution to this problem, the development of Flipped Learning-based Istima' learning modules is a strategic step that must be taken to transform student involvement in the language acquisition process (Aburezeq, 2020). The main reason for choosing this topic is to fill the gap in teaching media that is able to bridge independent learning outside the classroom with interactive practical activities in the classroom (Zainuddin et al., 2019). The Flipped Learning approach was chosen because it offers flexibility for students to learn at their own pace (self-paced learning), which is supported by data that 85% of learners feel this method suits their learning style (Al-Harbi & Alshumaimeri, 2021). By integrating audio-visual elements into digital modules, abstract and complex material can be presented in a more concrete and systematic manner (Takaesu, 2021). This is in line with the findings that the use of digital media in Arabic language learning is able to mitigate cognitive load when processing complex oral information (Khasawneh, 2022). The implementation of this model has been proven to be able to increase the efficiency of learning time and deepen the conceptual understanding of Arabic more comprehensively (Fathi & Rahimi, 2020). Ultimately, these innovations are expected to create a language learning ecosystem that is more inclusive and responsive to educational challenges in the 21st century (Miarso et al., 2021). The integration of the Flipped Learning approach and interactive audio-visual media in this module is not just a technological innovation, but a crucial methodological transformation to create a more independent, measurable, and relevant learning experience for Istima' to the needs of contemporary students.

Several previous studies have explored the potential of incorporating innovative methods in Arabic language education. Gabriela et al. (2022) show the effectiveness of listening learning in improving understanding of religious concepts, while Retnawati et al. (2020) explore the synergy of flipped learning with Arabic speaking skills. Another study by Al-Ghamdi (2021) confirmed that the use of interactive media in the classroom was reversed to significantly improve the vocabulary retention of foreign students. Furthermore, Halsiah (2023) emphasized that the adaptation of digital platforms in Istima' learning can reduce students' anxiety when interacting with native speakers. Zulkifli et al. (2022) also found that the flipped learning strategy is effective in optimizing learning time management in language proficiency courses in universities. Meanwhile, Mubarak (2021) highlights the importance of engaging instructional design in Arabic modules to maintain motivation for independent learning. Finally, Marlina et al. (2023) proved that the integration of audio-visual technology is able to bridge students' dialectical obstacles in understanding oral texts. Nonetheless, there is a real research gap; most of these studies only focus on the effectiveness of the method in general or on speaking skills (Maharah Kalam), without providing systematically validated independent module products specifically for Istima' skills in the UIN environment of the Sumatra region.

Based on this background, this research aims to develop a product in the form of a Flipped Learning-Based Istima' Learning Module that is validated and practical for students in Islamic universities. The main focus of this research includes the design of a gradual material structure, the integration of interactive audio-visual components, and the testing of the feasibility and practicality of modules to create a more inclusive, responsive, and effective learning experience in improving students' Arabic listening skills.

Method

This research is a type of research and development that adopts the ADDIE model, but is limited only to the third stage, namely Development. The main focus of this research is to create a validated

Flipped Learning-based Istima' learning module for students in UIN in the Sumatra region, including UIN Suska Riau, UIN Imam Bonjol Padang, UIN Sjech M. Djamil Djambek Bukittinggi, and UIN Mahmud Yunus Batusangkar. The implementation of the research lasted intensively for four months, starting from July to October 2024.

In the initial stage, namely Analysis, in-depth data collection was carried out through literature studies to map the theory of module development and the concept of Flipped Learning. In addition, interviews and class observations were conducted to explore real challenges in Istima' learning and identify the specific needs of students. The results of this analysis then became the foundation for the Design stage, where the researcher designed a module prototype framework. This design process involves structured interviews to ensure that the material and module structure are in accordance with the learner's preferences and the instructional objectives set. Entering the Development stage, the module design is realized into a real product through the integration of audio-visual materials that support independent learning outside the classroom. To ensure product quality, limited trials were carried out as an initial identification step for the effectiveness and functionality of the modules. The data obtained from student and lecturer feedback was then processed using descriptive analysis techniques with the help of SPSS software version 23.00. This analysis aims to provide a holistic picture of the feasibility and practicality of the module before it is declared ready as a quality development product. To provide a clearer picture of the flow of this research, here is a diagram that describes the stages carried out, starting from the analysis stage to the conclusion.

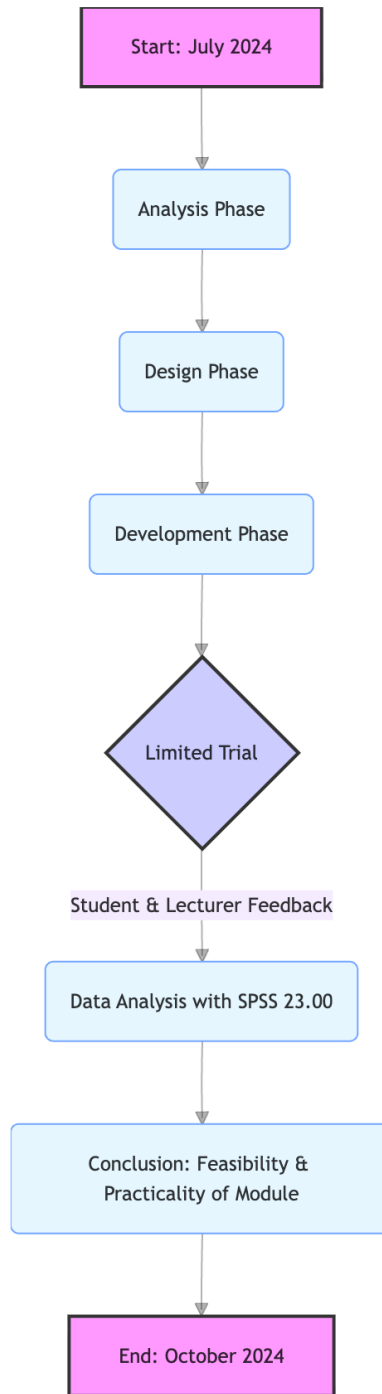


Fig. 1 Tahapan Penelitian

Results and Discussion

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Analysis Phase

Based on literature studies, interviews, classroom observations, and the results of questionnaire distribution, this study found that the development of Istima' learning modules based on Flipped Learning was based on several key factors. First, the need for interactive and flexible learning media is a top priority. Students prioritize the ability to access material independently before class meetings, as

revealed in the interview: "I prefer to be able to read the material first at home, so that when I am in class I can discuss it immediately" (Interview Script, Student A). Second, the effectiveness of Flipped Learning as a suitable approach to prepare material independently and utilize time in the classroom for the development of Istima' skills in a practical and applicable manner. Literature studies also support this, showing that Flipped Learning is an effective approach to improve language skills, particularly in the mastery of Istima'. Third, the characteristics of learners who are interested in methods that allow them to learn according to their own pace, where the Flipped Learning model offers flexibility that supports repeatable self-paced learning. The results of the questionnaire showed that 85% of learners felt that Flipped Learning suited their learning style, and 90% agreed that digital modules would help them learn more effectively. The curriculum analysis also highlights the need for gradual modules, ranging from simpler exercises to more complex ones, to support the achievement of active listening competencies and understanding oral texts in Arabic. In addition, technological support, such as the use of audio-visual learning media, has been shown to be effective in improving students' listening skills, and thematic approaches in Arabic learning can improve conceptual understanding and efficiency in language mastery. To provide a more comprehensive picture, here is a diagram showing the results of the distribution of questionnaires related to the suitability of Flipped Learning with students' learning styles and their belief in the effectiveness of digital modules.

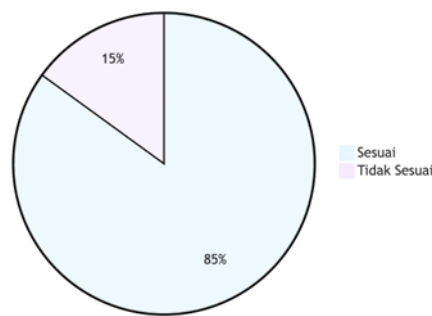


Fig. 2 Diagram Suitability of Flipped Learning with Students' Learning Styles

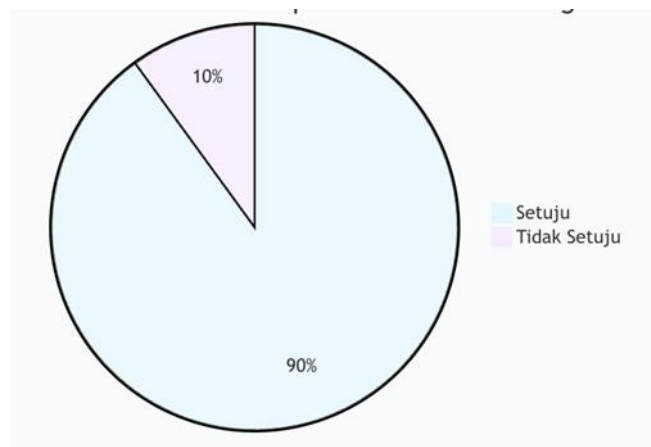


Fig. 3 Students' Belief in the Effectiveness of Digital Modules

The results of this analysis, which were corroborated by the questionnaire data, provided a solid basis for designing Istima' Flipped Learning-based learning modules that are adaptive to the characteristics of contemporary learners. The urgency of providing flexible interactive materials in this module is in line with the findings of Al-Harbi & Alshumaimeri (2021), who stated that the flipped approach significantly improves students' listening comprehension through repeated access to the material before class starts. This strategy has been proven to be able to mitigate the cognitive load that students often experience when dealing with complex Arabic oral texts (Khasawneh, 2022). Furthermore, the integration of technology in this module supports effective self-regulated learning. Research by Fathi & Rahimi (2020) confirms that students' self-efficacy in listening skills increases dramatically when they are given full control over their learning speed through interactive digital media. Support for learning style preferences and students' belief in the effectiveness of digital modules is also in line with the study of Aburezeq (2020), which emphasizes that technological transformation in Arabic

language learning not only increases competency achievement, but also fosters higher emotional engagement and motivation than conventional methods. Thus, the design of this module has a solid pedagogical foundation to optimize students' listening skills in the digital era.

Design Phase

The module's structure is carefully designed to be gradual, progressing from simple to complex material to facilitate effective learning. A key design focus is the integration of audio-visual elements, strategically placing audio and video materials as primary components to actively train students' listening skills before they attend class. The instructional structure encompasses a comprehensive approach, including concept mapping to illustrate relationships between ideas, clearly defined learning objectives, core content, and daily practical tasks that are relevant to students' everyday lives, ensuring the material is both engaging and applicable. Untuk memvisualisasikan bagaimana materi dirancang dan diintegrasikan dalam modul, berikut adalah ilustrasi desain yang menunjukkan alur penyusunan struktur materi secara bertahap, mulai dari tingkat kesulitan rendah hingga kompleks, serta fokus pada integrasi audio-visual dan struktur instruksional yang relevan.



Fig. 3 Gradual Progression

Before stepping into the mass production stage, the design of the Istima' module based on Flipped Learning went through a strict validity test process by experts consisting of lecturers, learning technology experts, and linguists. Overall, the validation results showed a very satisfactory score above average, so the module was categorized as "Very Valid". The presentation aspect is the main advantage with the highest score, which confirms that the flow of material has been systematically arranged to facilitate the independent learning process of students. In addition, the content and language aspects also receive a very positive assessment, ensuring that the content presented is not only relevant to the college curriculum but also delivered with communicative and easy-to-understand instructions.

Table I. Validity Test

Assessment Aspects	Percentage Score	Eligibility Criteria	Expert Evaluation Notes
Presentation	96,00 %	Highly Valid	The structure of the material is very systematic and facilitates the flow of student learning independently.
Contents / Contents	92,70 %	Highly Valid	The material is comprehensive, relevant, and very compliant with the

			Istima' curriculum standards of higher education.
Language	89,30 %	Highly Valid	The use of sentences is clear, communicative, and in accordance with the intellectual and emotional level of the student.
Assessment Aspects	Percentage Score	Eligibility Criteria	Expert Evaluation Notes
Presentation	96,00%	Highly Valid	The structure of the material is very systematic and facilitates the flow of student learning independently.
Contents / Contents	92,70%	Highly Valid	The material is comprehensive, relevant, and very much in accordance with the Istima' curriculum standards of higher education.
Language	89,30%	Highly Valid	The use of sentences is clear, communicative, and in accordance with the intellectual and emotional level of the students.
Overall Average	92,60%	Highly Valid	The module is ready to be produced and tested to the next stage of development.

Although the Flipped Learning-based Istima' module has been declared "Very Valid" overall, the researchers still made a series of improvements based on constructive input from experts to optimize the functionality and learning experience of students. In the interactivity aspect, technology experts recommend an instant feedback feature for each independent exercise. The urgency of adding this feature is based on the findings of Cahyani & Ghufon (2020) who stated that automated feedback in digital learning media is crucial to increase students' cognitive engagement independently. Through this revision, exercises that were previously static or manual are now equipped with interactive answer keys and an automatic scoring system.

The application of this automatic scoring system is in line with Zainuddin et al.'s (2019) research which emphasizes that immediate feedback in a Flipped Learning environment can help students identify their mistakes in real-time, thereby increasing confidence before entering face-to-face sessions in class. Furthermore, Hwang et al. (2021) explained that this kind of interactive feature is able to maintain motivation for independent learning and make it easier for students to self-reflect on the Istima' material being studied. With this update, students can directly monitor their level of understanding independently, which will ultimately increase the effectiveness of discussions at the in-class stage.

In addition, improvements are made to the quality of audio media based on input from linguists to ensure optimal phonetic accuracy. The researcher's move to resynchronize between text and audio by paying attention to intonation and articulation is very relevant to the findings of Khasawneh (2022), who emphasized that the clarity of audio articulation is a determining factor for the success of language decoding in Istima' skills. The addition of audio tempo adjustment features (slow and normal) is also supported by research by Zaini & Zainuddin (2022), which shows that speech rate control significantly helps novice students build confidence and reduce linguistic anxiety when listening to foreign texts.

Finally, the strategy of optimizing video file size through compression techniques without compromising visual quality is a crucial step to improve access inclusivity. This is in line with the research of Hidayat et al. (2023) which highlights that the flexibility of accessing materials in a data-efficient format is the key to the success of Flipped Learning in regions with diverse internet infrastructure. By optimizing the technical load of the module, the researcher ensures that external

obstacles such as a slow internet connection do not become a barrier for students to access independent learning content quickly and efficiently (Syairozi et al., 2021). The success of the implementation of Flipped Learning depends heavily on the synergy between the technical efficiency of content access and the quality of communication assistance, in order to ensure inclusivity and sustainability of the reflection process for all students without being hampered by digital infrastructure constraints.

Development Phase

This stage is the realization of the design into a real product (digital module) as well as small-scale testing to ensure its practicality. Furthermore, here are the results of the module development stage, which includes the realization of the design into a real product and limited trials.

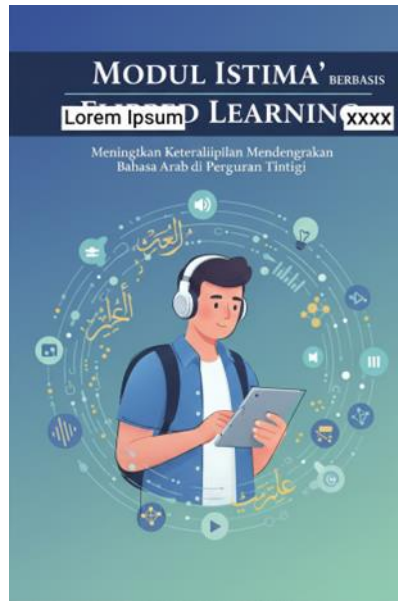


Fig. 4 Desain Cover



Fig. 5 Digital Module Production Results

The results of the development of this study show that the Istima' learning module based on Flipped Learning has been successfully realized in the form of interactive and comprehensive digital media. This module is designed by combining self-paced learning materials that can be accessed through various devices as well as interactive discussion activities for use in the classroom. Visually, the module's production includes a modern cover design and a digital interface that supports a variety of features, such as audio-visual integration to practice Arabic listening skills in a practical way. Based on the trial stage, this module is stated to be very practical and has a high level of effectiveness in increasing student understanding and involvement. Students reported an increase in confidence in applying Istima' skills after using the module. In addition, lecturers responded positively because this

module was considered to be able to improve the quality of learning and support the creation of a more interactive and technology-based classroom atmosphere.

Once the digital module product has been successfully produced by integrating various interactive audio-visual elements, the next crucial step is to conduct tests to ensure the quality of the material and its ease of use in the field. This series of evaluations began with a validation process by experts to review aspects of design, language, and content, which was then continued with a limited trial to measure the extent to which this module could be applied practically by students. The synergy between theoretical assessments from experts and empirical data from students' direct experience is the main foundation in proving the effectiveness of this Flipped Learning-based Istima' module .

After going through the validation and revision stage, the product was tested on a limited group of students in several UIN in the Sumatra region to measure the level of practicality and efficiency of the module in real use. The results of data processing through a practicality questionnaire showed a very positive response in all aspects of the assessment. Students consider that the flow of material presentation is very interesting and systematic, making it easier for them to follow the stages of independent learning. In addition, the readability level of instructions and text in the modules is in the high category, which means students do not experience confusion when interacting with digital content. Increased confidence in listening to Arabic texts (Istima') is also a crucial point that shows that this module is not only technically practical, but also pedagogically effective. Overall, the modules are considered very user-friendly and able to optimize the efficiency of students' learning time.

Table 2. Practical Score of the Istima' Module

No	Practicality Assessment Aspects	Percentage Score	Category
1	Presentation of Materials	84,98%	Very Practical
2	Readability of Text & Instructions	84,31%	Very Practical
3	Learning Effectiveness	83,85%	Very Practical
4	User-Friendly	82,74%	Very Practical

Based on the achievement of a high practicality score of 83.97%, this module is stated to be very ready to be implemented in real learning in higher education. This effectiveness is in line with Aburezeq's (2020) research which confirms that the integration of technology in Flipped Learning significantly increases students' learning independence in Arabic language proficiency. To maximize its effectiveness, lecturers are advised to start with strengthening independent orientation (Pre-Class), where the main focus is directed to the consistency of students listening to the material before class starts. This strategy is supported by the findings of Al-Harbi & Alshumaimeri (2021) who stated that student readiness in the pre-class stage is the main predictor of successful mastery of Istima'.

In addition, lecturers can synchronize material with class discussions (In-Class) by utilizing a systematic module structure (score 84.98%). The use of classroom time for practical activities such as debates or oral summarizing is in line with the principle of active learning put forward by Fathi & Rahimi (2020), where face-to-face interaction serves to deepen the understanding that has been obtained independently. This is strengthened by the study of Zainuddin et al. (2019) which shows that an interactive classroom environment within the framework of Flipped Classroom is able to change the role of lecturers from just conveying information to facilitators who optimize students' productive skills in real time.

The mention of the importance of technical assistance and flexibility in Flipped Learning is very relevant to the dynamics of technology-based learning in universities today. The following is a strengthening of the paragraph with previous research (the last 5 years):

Reinforcement Based on Previous Research

Although the readability of instructions has been very good at 84.31%, periodic technical assistance through communication channels such as WhatsApp groups is still needed to mitigate technical obstacles when playing interactive media. This strategy of using social media as a support channel is in line with the findings of Mubarak & Hamzah (2020), who stated that synchronous communication through instant messaging is effective in maintaining motivation and quickly overcoming technical barriers to distance language learning. Furthermore, the use of trial data with an effectiveness rate of 83.85% can be used as a baseline benchmark for lecturers in providing additional challenges

to students who have a higher learning speed. This is in line with the concept of differentiated instruction in the framework of Flipped Learning proposed by Hidayat et al. (2023), where the flexibility of this approach allows lecturers to provide enrichment materials for students with faster learning progress.

This entire series is integrated into the optimal implementation flow which includes the preparation stage, online monitoring, and facilitation of advanced practices. The importance of providing feedback at the reflection stage to evaluate students' oral performance is supported by research by Zaini & Zainuddin (2022), which proves that constructive feedback after in-class sessions is crucial in strengthening the retention of Istima' comprehension and improving students' Arabic pronunciation on an ongoing basis. By following this systematic flow, the implementation of modules not only touches on the cognitive aspect, but also ensures the sustainability of student involvement in a supportive learning ecosystem (Syairozi et al., 2021). The synergy between responsive technical assistance and the use of effectiveness data as an instructional baseline ensures that the implementation flow of this Istima' module is not only systematic, but also able to accommodate the diversity of student learning speed in an inclusive manner.

Conclusion

This research development has succeeded in producing a product in the form of Flipped Learning-Based Istima' Module which is specifically designed to improve Arabic listening skills for students in college. Based on the series of research processes that have been carried out, it can be concluded that this module meets very high eligibility and practicality criteria. This is evidenced by the results of expert validation which gave an average score of 92.6% (Very Valid), as well as student responses in the limited trial which achieved a practicality score of 83.97% (Very Practical).

The main advantage of this module lies in the integration of interactive digital technology that allows students to learn independently before the class session starts, so that the time in the classroom can be optimized for more in-depth practical activities. The implementation of this module not only improves students' understanding of concepts and learning effectiveness, but also significantly grows their confidence in interacting with Arabic audio texts. Thus, this module is an innovative solution that is relevant to support the transformation of Arabic language learning in the digital age.

Based on the findings in this study, several strategic suggestions were proposed to optimize the use of modules in the future. For lecturers, it is recommended to utilize the module effectiveness data that has been obtained as a baseline in monitoring student development, as well as to always provide feedback or reflection periodically to maintain their motivation to learn independently. For the institution, considering the high score of practicality and product validity, it is hoped that it can provide full support for the wider use of this module in various related study programs, as well as provide adequate digital infrastructure facilities to ensure accessibility for all students. Finally, for future researchers, this research can be further developed by testing the effectiveness of the modules on a larger group of subjects through extensive trials or by starting to integrate Artificial Intelligence (AI) technology to provide more personalized and precise oral feedback.

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